



'Growing up together in Newtown'

St. George's C of E Academy Newtown

Equality Information and Objectives Policy

Issued: January 2021
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1. Aims

At St. George's C of E Primary Academy we seek to value everyone, and our school is committed to equality in practice. We welcome our legal duties to eliminate discrimination, and to promote community cohesion. The Equality Act 2010 identifies protected characteristics:

The following characteristics are protected characteristics:

- Age
- Disability
- Gender reassignment
 - Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
 - Sexual orientation.

The Equality Act 2010 required us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic (race, disability, gender, gender re-assignment, age pregnancy and maternity, marital status, religion and belief and sexual orientation) and people who do not share it;
- Foster good relations between people who share a protected characteristic and people who do not share it.

2. Legislation and guidance

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

[The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The Local Academy Board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The Headteacher will:

Promote knowledge and understanding of the equality objectives amongst staff and pupils

Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The Head Teacher will regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

Publish attainment data each academic year showing how pupils with different characteristics are performing

Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information

Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute

Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, attend consultations and organising school trips and activities based around the local community

Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

Cuts across any religious holidays

Is accessible to pupils with disabilities

Has equivalent facilities for boys and girls

8. Equality objectives

- Educate all about discrimination and prejudice and promote a harmonious environment;
- Strive for all pupils regardless of ethnicity, age, gender to achieve the highest possible standards in their learning and make good progress;
- To reduce the number of fixed term and permanent exclusions;
- Ensure that the appointment of staff is in line with equal opportunities legislation.

Objective Implementation

- Educate all about discrimination and prejudice and promote a harmonious environment.

Through weekly PSHE lessons from Jigsaw. Discussions during class collective worship.

- Strive for all pupils regardless of ethnicity, age, gender to achieve the highest possible standards in their learning and make good progress

Quality First Teaching strategies that challenge. Training provided throughout the year to promote and provide strategies to deliver Quality First Teaching.

- To reduce the number of fixed term and permanent exclusions

Behaviour policy is adhered to with COVID addendum with consistent approaches carried out throughout school by all staff.

- Ensure that the appointment of staff is in line with equal opportunities legislation

Members of staff are Safer Recruitment trained, School Governors are also Safer Recruitment trained. Policy and procedures are adhered to and records of recruitment are up to date. We ensure that we have a representative from the BAME community on all interview panels.

9. Monitoring arrangements

The Local Academy Board will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by the Local Academy Board at least every 4 years.

This document will be approved by the Chair of Governors on behalf of the Local Academy Board

10. Links with other policies

This document links to the following policies:

Accessibility plan

Risk assessment